DOCUMENT RESUME

ED 156 413 RC 010 615

TITLE Annual Report of Indian Education in Montana. Johnson-O'Malley Activities, Fiscal Year 1976.
INSTITUTION Montana State Office of the Superintendent of Public Instruction, Helena.
PUB DATE 76
NOTE 60p.; Related documents include RC 010 612-615 and ED 086 388; Pages 51-52 may not reproduce well due to small print size of original document

EDRS PRICE MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS *American Indians; Ancillary Services; Annual Reports; Educational Finance; *Educational Programs; Elementary Secondary Education; Enrichment Programs; Enrollment; Expenditures; *Federal Aid; Program Costs; *Public Schools; Reservations (Indian); *Resource Allocations; School Activities; Special Programs
IDENTIFIERS *Johnson O Malley Act; *Montana

ABSTRACT

During fiscal year 1976, the Northern Cheyenne Tribe became the first Montana tribe to contract Johnson-O'Malley (JOM) funds under the 1965 Indian Self Determination and Educational Assistance Act, which amended the JOM Act and provided for tribal groups to contract directly with the Bureau of Indian Affairs to administer their own JOM funds. The Blackfeet, Rocky Boy, and Confederated Salish and Kootenai Tribes also expressed interest in a tribal contract for JOM funds. Funds were distributed to eligible school districts on a "need" basis. In extreme cases where the JOM allocation to a district was very low compared to a large eligible student population, the funding was increased so that the district was closer to a per capita allocation. JOM projects included transportation, home-school coordinators, tutors, cultural enrichment programs, summer programs, special teachers, inservice training, teacher aides, and counseling services. Other projects included the annual All-Indian Speech Tournament for high school students, the Montana Indian Youth Practicum, a summer youth activity program on the Crow Indian Reservation, and a field trip to Washington, D.C. for Flathead Indian students. This report presents the school reports of JOM funded projects, the JOM annual financial report, the administrative budget, a summary of allocations, a summary enrollment and financial report, and JOM enrollment data. Tabular data pertain to JOM allocations and numbers of eligible Indian students for fiscal years 1948-76, and JOM allocations by reservations. (NQ)

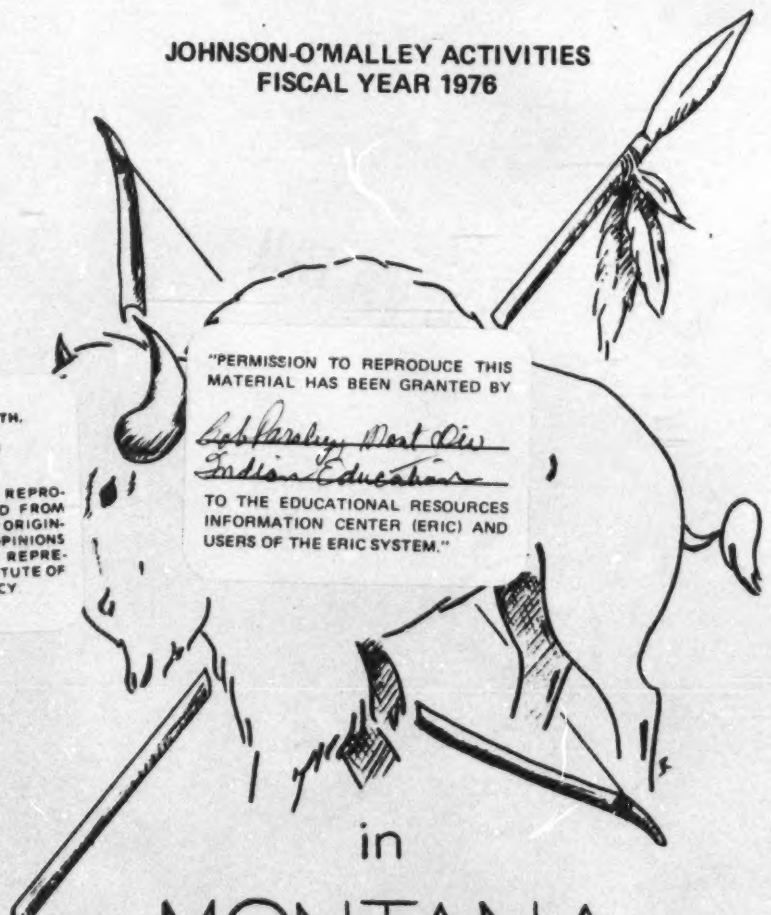
****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

rec'd 28-07-78

ED156413

ANNUAL REPORT of INDIAN EDUCATION

JOHNSON-O'MALLEY ACTIVITIES
FISCAL YEAR 1976



in

MONTANA

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Bob Parsley, Asst Dir
Indian Education

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

Office of Public Instruction
Georgia Rice, Superintendent
Helena, Montana 59601

rec'd
RC010615

TABLE OF CONTENTS

	Page
History of Johnson-O'Malley Program in Montana	1
School Reports of Johnson-O'Malley Act Funded Projects	3
Johnson-O'Malley Other Projects	46
Johnson-O'Malley Annual Financial Report	48
Johnson-O'Malley Administrative Budget	49
Summary of Allocations	50
Summary Enrollment and Financial Report	51
Johnson-O'Malley Enrollment Data	53

LIST OF TABLES

Table		Page
I	MONTANA JOHNSON-O'MALLEY ACT ALLOCATIONS AND NUMBERS OF ELIGIBLE INDIAN STUDENT PARTICIPANTS FOR FISCAL YEARS 1948-1976	2
II	JOHNSON-O'MALLEY ALLOCATIONS BY RESERVATIONS	50

1976 MONTANA JOHNSON-O'MALLEY PROGRAM

During Fiscal Year 1976, the Johnson-O'Malley program underwent several extensive changes and there were many new and intersting things that happened.

In January 1965, Congress passed P.L. 93-638, the Indian Self Determination and Educational Assistance Act. This law amended the Johnson-O'Malley Act and provided for increased involvement of Indian people in the program. It also provided a means by which tribal groups could contract directly with the Bureau of Indian Affairs to administer their own Johnson-O'Malley funds.

The Northern Cheyenne Tribe was the first Montana tribe to contract Johnson-O'Malley Act funds under the new law. The program was administered by Mr. Gary Braine, a member of the Northern Cheyenne Tribe. It appears that early organizational problems with the new contract were worked out and everything is running smoothly. Since that time, three other tribes have expressed interest in a tribal contract for Johnson-O'Malley Act funds. They are the Blackfeet Tribe, the Rocky Boy Tribe and the Confederated Salish and Kootenai Tribe. By 1978 or 1979, it is expected that all Montana tribes will be involved directly in the administration of their own Johnson-O'Malley program.

It appears that Indian parental involvement is increasing throughout Montana. This is evidenced by the increased participation of parents at the 1976 Montana Indian Education Conference which was held at Northern Montana College in Havre on April 4-5, 1976. Approximately 700 parents, teachers, tribal leaders and other interested people attended the gathering. It is also evident that there is a slow increase in the number of Indian school board members in Montana schools. More and more Indian parents are becoming interested in participating in school trustee elections and many are attempting to secure such positions. Although many of them have been defeated, they are anxious to try again as more and more Indian people are registering to vote. Several Johnson-O'Malley Act funded school districts have started Indian voter registration drives with the help of the local Indian Education Committee.

During Fiscal Year 1976, Johnson-O'Malley Act funds were distributed to eligible school districts on a "need" basis. This allowed much flexibility in the administration of the funds. For example, if a public school, through its local Indian Education Committee, could document the need for a particular program, then funds could be approved for this program, provided there was no greater need elsewhere. This is contrary to the requirement in P.L. 93-638 which calls for a per capita distribution system of Johnson-O'Malley Act funding. However, the Bureau of Indian Affairs granted the authority to make special considerations in Fiscal Year 1976 for funding, which was based on identified need, with some consideration of student population. Only in extreme cases, where the Johnson-O'Malley allocation to a school district was very low compared to a large eligible student population, did we increase the funding so that the school district was closer to a per capita allocation. In the future, it is expected that the per capita funding in Johnson-O'Malley will become increasingly evident.

TABLE I

MONTANA JOHNSON-O'MALLEY ACT ALLOCATIONS AND NUMBERS OF ELIGIBLE INDIAN STUDENT PARTICIPANTS FOR FISCAL YEARS 1948-1976

Fiscal Years	Allocations	Numbers of Eligible Participants
1948	$176,944	2,720
1949	176,944	2,906
1950	288,188	3,139
1951	389,081	2,947
1952	389,082	3,058
1953	374,528	3,107
1954	292,794	3,046
1955	608,190	3,190
1956	400,800	3,472
1957	460,702	3,737
1958	497,000	3,546
1959	266,260	3,509
1960	100,000	1,574
1961	118,187	3,103
1962	72,364	2,377
1963	133,769	2,197
1964	36,016	2,210
1965	64,058	2,175
1966	87,405	2,018
1967	116,929	2,204
1968	127,045	2,300
1969	179,914	3,191
1970	577,987	4,287
1971	722,000	5,418
1972	909,250	6,094
1973	1,060,000	7,613
1974	1,060,000	6,666
1975	1,060,000	6,869
1976	1,212,234	6,243

Johnson-O'Malley Act Funded Special Projects

Blackfeet Indian Reservation

Browning

Special Transportation

The overall goal of the project was to provide equal educational opportunities for rural children and for all children attending Browning schools.

The project objectives were to: (1) provide a "cold weather" bus for Browning students who reside in housing projects where no regular bus service is available; (2) provide transportation for Browning students' extra curricular and athletic practices and meets; and (3) provide transportation for students who live within a three-mile radius of Browning.

More than 200 students participated in objectives #1 and #3. In addition, 40 students were able to participate in extra curricular athletic events due to program influence.

Blackfeet Language and Culture

The overall goal of the project was to help preserve and insure cultural heritage and pride via instruction in the Blackfeet language/Blackfeet crafts.

The project objectives were to: (1) provide five regular periods of instruction to high school students in Blackfeet language; and (2) provide a valid avenue for the development of a positive self-concept for participating students.

More than 100 students enrolled in the Blackfeet language course. Informal questionnaires were administered to students/teachers. Results seemed to indicate a strong increase in cultural awareness and cultural pride.

Kindergarten Support

The overall goal of the project was to provide supplemental materials and aides in the Browning kindergarten program.

The project objectives were to: (1) develop a positive self-image in the kindergarten students; (2) develop various means of self expression; (3) improve social skills; and (4) develop a positive attitude toward school.

Approximately 110 kindergarten students were enrolled. Johnson-O'Malley funds provided three instructional aides. Teacher evaluations of the aides pointed out extreme success for the students.

Home-School Coordinator

The overall goal of this project was to increase communications and rapport among the home, school and community.

The project objectives were to: (1) improve school/community participation, relations and communications; (2) improve student attendance; (3) decrease student dropouts; (4) improve student self-concept; and (5) improve student's attitude toward school.

Approximately 150 students were served quarterly by the two home-school coordinators. The community responses continued to be favorable.

Indian Education Conference

The overall goal of the conference was to involve students, parents, educators and committee members in the Indian educational process.

The project objectives were to: (1) provide an awareness mechanism for Indian parents relative to their educational rights and responsibilities; (2) examine existing educational programs; (3) further determine the educational needs of the local community; and (4) provide a way for educational communications.

More than 300 people, primarily from the Blackfeet reservation, participated in a three-day conference. Subjective conference questionnaires indicated high levels of success.

Advisory Committee

The purpose of this project was to provide an advisory, managerial body for the local Johnson-O'Malley program.

The project objectives were to: (1) review local projects for funding; (2) monitor and evaluate local projects; and (3) provide technical assistance to local projects.

Approximately 17 members participated throughout the year. Ten attended the Annual State Indian Education Conference in Havre, Montana.

Blackfeet Community Free School

The overall goal of the project was to provide an alternative educational system for Indian student dropouts.

The project objectives were to: (1) provide educational alternatives for Indian dropouts; (2) provide recreational/athletic activities for participants; (3) coordinate programs with school district #9; (4) coordinate activities with other local/state agencies; and (5) sponsor cultural programs and activities for participants.

Approximately 40 full-time students participated in the various activities, in addition another 50 students participated on a less than full-time basis.

Student Peer Tutoring

The overall goal of the project was to allow sophomores, juniors and seniors to serve as peer tutors, thus facilitating communication, understanding and academic achievement.

The project objectives were to: (1) raise the composite grade-point average and increase knowledge for students being tutored in mathematics, English and science; and (2) assist financially-limited students in financing their educational and educationally-related needs.

Thirty students participated as peer tutors. About 100 students received tutorial assistance. Composite grade point average for all students in all subjects showed a gain of .3 years.

Recreation Blackfeet

The overall goal of the project was to provide a balanced and rewarding recreation project for eligible students on the Blackfeet Reservation.

The project objectives were to: (1) involve as many participants per activity as possible; (2) provide several recreational alternatives; (3) provide an opportunity for social interaction; (4) maintain a program for physical fitness for the participants; (5) develop qualities of sportsmanship; and (6) further participants' interests and abilities in various modes of recreation and sports.

Approximately 500 youngsters participated in more than 20 activities and sports.

Alcohol and Drug Abuse

The overall goal of the project was to assist in the prevention of drug and alcohol abuse.

The project objectives were to: (1) teach the children the effects of drugs and alcohol; (2) teach children the consequences of abuse; (3) provide training for peer counselors; and (4) assist in involving students and families in abuse prevention.

Two members conducted quarterly classes for more than 500 participants. Data compiled via subjective questionnaires indicated a general program success.

Dan and Gerty Crawford's Blackfeet Indian Marionettes

This project was aimed at teaching the Blackfeet culture via marionette shows.

The project objectives were to: (1) provide each participating student with an introduction to Blackfeet language, legends, dance and songs via marionette shows; (2) encourage students to make their own puppets and then encourage creative dramatics; and (3) build self-pride in our unique Blackfeet heritage.

Approximately 300 participants viewed one or more than six presentations.

Craft Projects for Home Economics

This project was designed to promote wise use of leisure time via projects that would and could carryover as lifetime hobbies.

The project objectives were to: (1) help students achieve a sense of self-fulfillment; (2) help students discover and express his/her talents and creativity; and (3) have each participant complete at least one project. (leathercraft, macrame, beading, embroidery, etc)

More than 50 participants completed 73 projects.

Blackfeet Culture Awareness

The primary goal of this project was to bring about a greater awareness and revival of the Blackfeet language and culture.

The project objectives were to: (1) establish pride in heritage; (2) instruct in traditional cultural practices; and (3) urge participants to practice cultural activities.

The program provided instruction, seminars, workshops, etc., for approximately 250 people. All evaluative data available has been informal and verbal, but positive.

Chorus Summer Camp

The overall goal of this project was to send ten Indian students from Browning High School to a chorus camp at the University of Montana.

The project objectives were to: (1) make students aware of the varying types of choral and instrumental music; (2) make students aware of different music programs throughout the state; and (3) assist students in communication via music.

Ten students attended the camp and conducted mini-workshops at home.

The Blackfeet Reservation "Seeing our Future by Looking Back"

This project was designed to research and develop materials relative to Blackfeet history and culture.

The project objectives were to: (1) develop a handbook and slide-tape presentation relative to Blackfeet legends, history, culture, etc; (2) assist in teacher orientation regarding the Blackfeet; and (3) help students become more aware of Blackfeet culture.

A logo entitled, "The Blackfeet Confederacy: Cycle of Culture," has been researched and completed. A five-chapter handbook with illustrations will be published soon.

Documentary on the Blackfeet Indian People

The overall goal of the project was to record Blackfeet ceremonials, stories, statements, etc., and in doing so, preserve their unique culture.

The project objectives were to: (1) develop a documentary on the Blackfeet; (2) provide A-V training; and (3) preserve Blackfeet history and culture.

Several audiovisual tapes and photographs were compiled. Audio/video tapes and notes were also compiled. Final editing is still pending.

Watercolor Workshop for High School Age Students

The overall goal of the project was to improve student skills in watercolor media.

The project objectives were to: (1) expose students to a new media; (2) improve students' artistic abilities; (3) increase instructor/student critiques of art work; and (4) promote liaisons between local artists and students.

Twenty-three students participated in a three-day workshop. All indications (instructors and student perceptions) proved positive.

Blackfeet Indian Youth Seminar

The overall purpose of this project was to involve young boys and girls in competitive leadership activities.

The project objectives were to: (1) promote self-esteem via success oriented leadership and competition excercises; (2) encourage independent decision making; and (3) assist in the clarification of personal values.

Seventy young Indian boys and girls participated in a week encounter subjective seminar.

Babb

Field Trips

This project was designed to provide extra curricular activities and visitations to reservations and Montana historic sites not previously visited by Babb youngsters.

The project objectives were to: (1) conduct at least five field trips; (2) enhance student's knowledge of Montana and Blackfeet history; and (3) increase Babb student's participation in extra-curricular activities.

Six field trips were accomplished for an aggregate of 180 students.

Paperback Bookstore

This project was to provide a supplementary high-interest library for Babb students.

The project objectives were to: (1) encourage reading of various subject and interest areas; (2) provide easy access to reading materials for all eligible students; and (3) provide a high-interest library.

Approximately 300 paperbacks were purchased, and more than 100 book checkouts occured.

The project objectives were to: (1) develop a documentary on the Blackfeet; (2) provide A-V training; and (3) preserve Blackfeet history and culture.

Several audiovisual tapes and photographs were compiled. Audio/video tapes and notes were also compiled. Final editing is still pending.

Watercolor Workshop for High School Age Students

The overall goal of the project was to improve student skills in watercolor media.

The project objectives were to: (1) expose students to a new media; (2) improve students' artistic abilities; (3) increase instructor/student critiques of art work; and (4) promote liaisons between local artists and students.

Twenty-three students participated in a three-day workshop. All indications (instructors and student perceptions) proved positive.

Blackfeet Indian Youth Seminar

The overall purpose of this project was to involve young boys and girls in competitive leadership activities.

The project objectives were to: (1) promote self-esteem via success oriented leadership and competition excercises; (2) encourage independent decision making; and (3) assist in the clarification of personal values.

Seventy young Indian boys and girls participated in a week encounter subjective seminar.

Babb

Field Trips

This project was designed to provide extra curricular activities and visitations to reservations and Montana historic sites not previously visited by Babb youngsters.

The project objectives were to: (1) conduct at least five field trips; (2) enhance student's knowledge of Montana and Blackfeet history; and (3) increase Babb student's participation in extra-curricular activities.

Six field trips were accomplished for an aggregate of 180 students.

Paperback Bookstore

This project was to provide a supplementary high-interest library for Babb students.

The project objectives were to: (1) encourage reading of various subject and interest areas; (2) provide easy access to reading materials for all eligible students; and (3) provide a high-interest library.

Approximately 300 paperbacks were purchased, and more than 100 book checkouts occured.

Travel Expenses

The purpose of this project was to provide an advisory committee for the local Johnson-O'Malley projects.

The project objectives were to: (1) provide technical assistance to local parents regarding Johnson-O'Mailey; (2) monitor and evaluate local projects; and (3) advise the school district of Johnson-O'Mailey.

Ten parents participated in the project and seven of them attended the State Indian Education Conference in Havre.

Starr

Bi-Cultural and Community Recreation Project

This project was designed to utilize community resource people in most cultural and recreational activities.

The project objectives were to: (1) provide recreational activities for rural students; (2) enhance the students' understandings of culture and language; and (3) enlist community services via local consultants.

Approximately 30 cultural activities were sponsored for eligible students. The activities included games, contests, crafts, etc. In addition, more than 20 field trips and recreational and/or athletic events and programs were provided to Starr School students.

East Glacier

Remedial Teacher

This project was provided to enable the Johnson-O'Malley participants to improve their scholastic abilities.

The project objective was to: (1) enable students age one through 20 who were behind in school to show at least a .5 improvement. This program was implemented for three months.

Some progess was shown through this project by all the participants. The evaluation showed that the project was successful.

Main Stream Project

This project was provided to introduce Indian (Blackfeet) culture to the students.

The project objectives were to: (1) inform the Indian students of their own culture; and (2) help them to understand the ways of their people.

The project was never implemented. There was poor communication between the Johnson-O'Malley committee and the main stream personnal.

Activity Vehicle

Due to the lack of means for transportation for students for outside classroom activities, this project was devised so that more students could participate in extra-curricular activities.

The project objectives were to: (1) enable the teachers and coaches to expose our Johnson-O'Malley students to areas of interest away from the classroom; and (2) transport students to games, track meets, etc.

This was a very successful project. More students were able to participate in activities outside the classroom.

Johnson-O'Malley Travel Fund

This project was provided to give Indian parents the opportunity to attend the State Indian Education Conference and other informative meetings on Indian Education.

The project objective was to: (1) enable committee and instructors to attend the State Johnson-O'Malley Indian Education Conference and learn about the Indian Education program.

This project was a success, as many people were able to attend meetings on Indian Education and they feel that they increased their knowledge of Indian Education.

Heart Butte

Research, Planning and Inservice Training

This project combines last year's Inservice Training, Research and Planning projects. Since we are attempting to upgrade the quality of instruction and since our aides are financially unable to secure training for themselves, it is necessary to provide training on the job and to send them to college for training. We have students in all classes with a very wide range of abilities. We also have problems in student background due to transferring, absenteeism and isolation. Because of this we need to develop an individualized curriculum and meet the needs of the students and insure proper background for development.

An individualized curriculum is quite possible with an aide's help. More work should be done in individualizing English and Social Studies.

Science Program

Since many Indian students tend to have a deficient background is science, this program was designed to upgrade instruction by providing science materials, mostly Modular Activities Program in Science (M.A.P.S.), and implement the science program sponsored by the State Science Supervisor and the National Science Foundation.

The M.A.P.S. program worked well, although it could have worked better with more science materials available.

Activity Vehicle

Due to the lack of means for transportation for students for outside classroom activities, this project was devised so that more students could participate in extra-curricular activities.

The project objectives were to: (1) enable the teachers and coaches to expose our Johnson-O'Malley students to areas of interest away from the classroom; and (2) transport students to games, track meets, etc.

This was a very successful project. More students were able to participate in activities outside the classroom.

Johnson-O'Malley Travel Fund

This project was provided to give Indian parents the opportunity to attend the State Indian Education Conference and other informative meetings on Indian Education.

The project objective was to: (1) enable committee and instructors to attend the State Johnson-O'Malley Indian Education Conference and learn about the Indian Education program.

This project was a success, as many people were able to attend meetings on Indian Education and they feel that they increased their knowledge of Indian Education.

Heart Butte

Research, Planning and Inservice Training

This project combines last year's Inservice Training, Research and Planning projects. Since we are attempting to upgrade the quality of instruction and since our aides are financially unable to secure training for themselves, it is necessary to provide training on the job and to send them to college for training. We have students in all classes with a very wide range of abilities. We also have problems in student background due to transferring, absenteeism and isolation. Because of this we need to develop an individualized curriculum and meet the needs of the students and insure proper background for development.

An individualized curriculum is quite possible with an aide's help. More work should be done in individualizing English and Social Studies.

Science Program

Since many Indian students tend to have a deficient background in science, this program was designed to upgrade instruction by providing science materials, mostly Modular Activities Program in Science (M.A.P.S.), and implement the science program sponsored by the State Science Supervisor and the National Science Foundation.

The M.A.P.S. program worked well, although it could have worked better with more science materials available.

Johnson-O'Malley Advisory Committee

It is necessary for a community of Indian people who are leaders in local education to keep up with the latest developments in Indian Education; their decisions and recommendations can be better made to improve the quality and level of education through such involvement.

It is very important to require Blackfeet culture as a part of the weekly curriculum. Therefore, this project was successful, in that it let Indian people become involved in their culture.

Field Trips

Since many of the children seldom leave the reservation, they lack any concepts of urban children. Field trips are necessary for the background needed to develop concepts needed for success in today's world. All classes and groups will go on extensive field trips which will acquaint them with modern and historical places and facts.

The project objectives were to: (1) provide a better and more modern and rounded-out background; and (2) correlate with materials being studied.

It would be good if more funds were available for longer trips, as the urban and historical areas are a long distance from here; however, the students were able to see a few historical points of interest.

Teacher Aides

Since we have students with a very wide range of abilities, and students with poor academic background, and individualized curriculum, much remedial work is needed to meet the needs of these students. The aides made this possible and the students received individualized help. The aides assisted the teachers in the classroom.

The project objectives were to: (1) assist the development of an individualized curriculum; and (2) increase skills in reading and math.

It is important to encourage aides to help with seat work and to be available to assist with student work. The students seemed to improve in their grade levels.

Enrichment Program (Cultural Enrichment)

To improve self-image it is necessary for a student to be aware and proud of his heritage. Thus, this project enriched the overall educational climate by providing the necessary tools, supplies, and skilled resource people in areas such as the Indian music, dancing, language, history

The project objective was to: (1) improve self-image through heritage awareness and pride.

This project was important and a committee should be set up to organize an Indian culture curriculum the first week of school.

Activity Bus

The project provided transportation of high school students in Heart Butte, who were enrolled in Valier High School, to school activities in Heart Butte, for after-school activities. This program was to afford an equal opportunity for isolated students and families of little means, to be able to participate in extra-curricular activities after the school day.

The project objectives were to: (1) aid in the development of self-image; (2) aid in the development of social skills; and (3) increase motivation to stay in school.

This was an effective program, one that should be maintained at all costs.

School Nurse

Since absenteeism, due to health reasons, was a problem and since the clinic was staffed only two days a week, there was a need for a nurse to work in health problem prevention and first aid.

The project objective was to: (1) reduce health problems that interfered with child development.

It was good to have a nurse at the school as most of the accidents were ones that she could tend to.

Physical Education, Athletic and Recreation

Since the families of many Johnson-O'Malley eligible students are financially unable to furnish supplies (gym shoes, clothes, glasses, etc.) and since an expanded Physical Education, athletic and recreation program was needed to develop a positive attitude toward school, these supplies were needed to assure full participation for the students.

The project objectives were to: (1) improve physical fitness; (2) improve self-image; and (3) increase motivation to stay in school.

The athletic program was effective in developing positive attitudes.

Valier

Teacher Aide Program

This project was designed so that two teacher aides could be hired to help students in need of extra educational help.

The project objectives were to: (1) give Indian students more individualized attention; and (2) help in their areas of difficulty.

This was a very beneficial project with good progess by all participating. Plans are being made to continue the same.

Johnson-O'Malley Advisory Travel

This project was designed so that committee members could attend inservice training on Indian Education and meetings pertaining to Indian Education.

The project objective was to: (1) learn and bring back to the school knowledge to enhance the education of Indian students.

This was a good project for the entire Johnson-O'Malley group. They felt that they obtained more knowledge about Indian Education.

Crow Indian Reservation

Hardin

Readiness Project

This project was developed for students not yet mature enough to obtain desirable work habits within a regular first-grade room. It provided an additional year to make the jump from kindergarten to grade one.

The project objectives were to: (1) provide confidence; (2) provide the students with the ability to learn; and (3) develop a self-image for them.

The reports from the teachers showed that the students were prepared for first grade after this program was finished.

Indian Studies Coordinator

This project was provided for utilizing the abilities of Mr. Henry Old Coyote to relate the Crow culture within a workable educational system.

The project objective was to: (1) create an atmosphere of cooperation and understanding between Indian and non-Indian communities.

The students were interested in the project, so good results were received.

Activity Media Program

This project was designed to teach bilingual communication through an activity media, and through the use of arts and crafts. The Indian child was given a chance to develop communication skills.

The project objectives were to: (1) develop language and writing skills; and (2) establish confidence in each child, enabling him or her to express ideas through the written and spoken word.

The students enjoyed the course so their attitudes toward learning improved.

Montana Native American Ethnobotany

In conjunction with the University of Montana foundation, the students from Hardin collected plants which are utilized by the Indians. The plants collected were then related into a school curriculum.

The project objectives were to: (1) collect plants relative to Indian culture; (2) interview older Crow people for information on Indian plant uses; and (3) made the collection available to the reservation.

The materials collected are now available for school use to study how local plants relate to the Crow culture. The students were involved in this project and enjoyed it thoroughly.

Indian Studies and Activities Program

Through this project, funds were furnished for Indian students who were unable to afford to participate in school activities. A late-hour activity bus for Indian students was made available for the students who stayed after school to participate in activities.

The project increased Indian students' participation in school activities and special programs.

Lodge Grass

Student Transportation

This project provides for students to alleviate the need for exposure field trips in the academic, socio-economic and governmental areas for a supportive and additional curriculum to provide a meaningful learning experience for Indian students.

The project objective was to: (1) provide transportation for students to go to conferences, speech debate tournament and meetings pertaining to Indian Education.

The trips were taken as planned and the students' responses from all of the trips were positive in a manner that they did learn something of value to them.

P.E. Shoes for Physical Education Program

This project provided fiscal support to Indian students so they could purchase P.E. shoes for participation in the physical education program.

The objectives of this project were to: (1) aid in a well-rounded and necessary physical education program; (2) purchase P.E. shoes for those who needed them; and (3) give more people the opportunity to participate in the physical education program.

The Johnson-O'Malley committee determined the need for the shoes and also kept the records of purchases and names of students participating in this project.

Committee Expenses

This activity provided the Johnson-O'Malley parent committee with fiscal support for transportation and board and room for attending State Johnson-O'Malley committee meeting, meetings of value to the committee, and the State Indian Education Conference. These meeting and conferences increased the parents' knowledge about parental responsibilities to the students.

The project objectives were to: (1) increase parental participation at Johnson-O'Malley meetings; and (2) increase parental awareness knowledge of Johnson-O'Malley rules and regulations to improve parent committee effectiveness.

Attendance records were compared with previous years' meeting records and they showed that there was an increase in parental participation. Also, ten members from the committee were able to attend the State Indian Education Conference in Havre. The reports from these parents were positive in that they learned a great deal.

Graduation Expenses

This project was oriented to subsidize graduation expenses for eighth graders and high school seniors for graduation caps and gowns, announcements, pictures, etc.

The project objective was to: (1) provide fiscal support for the graduating students who needed the support, so that everyone could be involved in the graduation.

This endeavor was accomplished in the positive manner set up by the parent committee. 27 eighth graders and 18 high school seniors were involved in this project.

Indian Careers Day

Fiscal support was given for an Indian Career Day featuring Indians trained in various fields as guest speakers to present a positive role model for the students for incentive purposes so that they can continue their education after graduation from high school.

The project objectives were to: (1) familiarize Indian students with various interests to a variety of careers represented by Indian professionals; (2) help students identify with careers of their choice by speaking to Indian professionals; and (3) help increase student aspiration through positive role models.

The project objectives were accomplished as planned; however, they were accomplished by sending 12 students to the Kyi-Yo Conference at Missoula. Students' responses of the trip was positive.

Summer Activities

This project provided for fiscal support for staff to carryout duties for students who fell behind in certain subject areas, and for fiscal support for athletic workshops and academic skills development classes.

The project objectives were to: (1) provide a means for summer academic follow-through for students who are behind in sequence; and (2) provide for academic skill development and athletic workshops.

Accomplishment for project objectives were carried out, but a need exists for program awareness so that more students will benefit from the project.

School Nurse

This project provided fiscal support for 75% of the nurse's salary who provided emergency medical care for Indian students and provided health education information to students and teachers.

The project objectives were to: (1) provide emergency care 3 days a week; (2) maintain medical health records; and (3) provide health education.

The project objectives were accomplished. Records showed that 80% of all the students utilizing the nurse's services were Indian students. Health records were also maintained.

Home-School Coordinator

This project provided for two bilingual home-school coordinators to give Indian students an opportunity to receive counseling services on a more personal basis with someone who is bilingual. It also provided personal contact with parents who have students with attendance and tardiness problems.

The project objectives were to: (1) provide bilingual counseling services; and (2) maintain personal contact with parents of students with attendance and tardiness problems.

Overall accomplishment of project objectives was positive. Records and daily journals were maintained by each coordinator for each counseling session and home visitations.

Supplemental Learning Materials

This project gave us the opportunity to obtain learning materials for Indian studies classes with relevancy to Indian students. Both teachers and students have accessibility to these materials. The selection of the materials was done by a committee consisting of one teacher, one parent, and three students.

The project objectives were to: (1) provide supplemental learning materials for all students; (2) increase accessibility for both teachers and students; and (3) increase overall Indian student academic interest and ability.

The project objectives were met, but #3 is hard to evaluate without any instrument to measure with.

Kindergarten

This project provided for two kindergarten bus drivers. A field trip was taken to provide occupational exposure and supplemental materials were brought.

The project objectives were to: (1) provide transportation for students; (2) provide a learning experience for students by taking a field trip; and (3) obtain supplemental learning materials to prepare students for first grade.

All the objectives were carried out. Pay records show that the drivers were paid for their services, the teacher's report on the field trips was positive for the students and receipts are available for the supplemental learning materials. Most of the students were prepared for the first grade by the end of the year.

Contractual

This project will provide fiscal support for technical assistance in areas of Johnson-O'Malley program management and planning through contracting with consultants.

The project objective was to: (1) increase the overall Johnson-O'Malley program effectiveness through technical assistance to the project, the students, the parents and the school personnel.

Direction toward a more overall effective Johnson-O'Malley project was evident by parental knowledge of responsibilities and roles for planning, prioritizing needs, objectives formulation, etc.

Pryor

Castle Rock Smoke Signals

Castle Rock Smoke Signals is a school newspaper established with overall goal of developing writing skills for the high school English classes and providing a community and public relations vehicle for the Pryor School District. The project was designed to help the students with their writing abilities.

The project objectives were to: (1) develop writing skills; (2) develop oral skills among the various reporters who had to interview people for various issues; and (3) serve as a vehicle for community news.

All the project objectives were met. The main problems with this project were that the students had too many other English assignments to do and many of them did not have good enough language art skills to complete certain tasks. with minimal teacher guidance.

Retention of Crow Culture

This project was designed to instill in the students a greater pride and knowledge in the ways of their Crow culture by using various community resources.

The project objectives were to: (1) provide the basis of understanding for Crow students of their tribal history and government; how it operates today and how it relates to their life. This unit was to include generally accepted published histories, oral histories as told by community members and a study of tribal government beginning with the treaties and culminating a subpart of the unit on present day Crow government; (2) to inform the students in the traditional arts and crafts of their culture as taught by community members and two of our teacher aides; (3) provide the students with exposure to certain aspects of their culture that are fast vanishing and hopefully to provide them with an interest to keep these parts of their culture alive, i.e., traditional Crow music, instrument making, the making of certain other objects, proper erection of tepees, etc; and (4) preserve the Crow culture through photo-documentary programs of certain aspects of Crow tribal culture.

Objective #1 was fulfilled and was generally successful. It was taught by a teacher aide versed in tribal government. Objective #2 was highly successful. Almost all Crow students in the school participated in the project and a majority of these turned out very worthwhile projects and they learned skills such as mocassin making that many of them had not known how to do previously. Objective #3 was the least successful part of the project in that it depended on the Johnson-O'Malley committee members to identify and make arrangements to have the various local people come to the school and teach the students their specific skills. The basic problem with this was one mainly of logistics, people were interested but, due to lack of time, we were not able to get together. Objective #4 was highly successful and is presently an ongoing operation that will terminate June 30th, 1976. The Crow Tobacco Ceremony Documentary Slide project is just about completed and will have an English and Crow narrative to it. The other projects mentioned here are partly completed at this time. This part of the project provided an excellent opportunity for interaction with various tribal groups specifically the Crow Historical and Cultural Commission and provided many opportunities for community involvement.

Instructional Equipment

This project was requested to complete the acquisition of materials to make the instructional components of the school program more effective.

The project objectives were to: (1) purchase some specific physical education equipment; (2) purchase food and other equipment for the home economics department where the students are unable to afford these specific purchases; and (3) purchase art materials for the art classes specifically dealing with students unable to afford to defray the cost of their projects.

This project was effective in that a majority of the objectives were completely met. The biology lab was equipped and stocked to provide a comprehensive biology lab program. The necessary physical education equipment was purchased and used during the year and the food and miscellaneous equipment purchased for the home economics department was effective in it enabled many of the students to work on projects that they would not have been able to.

Instructional Aides

Instructional aides were necessary to the curriculum of Plenty Coups High School and the Pryor Elementary School in that they provided a very specific educational need to our Crow students. The overall goal of using these aides was to provide the students with an additional educational opportunity in their own native language and to facilitate the learning of various aspects of the school curriculum.

The project objectives were to: (1) provide help to elementary and high school students, especially those who function best using the Crow language; (2) provide help to the classroom teacher in preparing lessons compatible with the Indian students; (3) help provide a more secure environment for the Crow students in the school setting. The students then have a person to turn to and ask for explanations in Crow language which they could not do or maybe could not understand if phrased from a non-Crow teacher; (4) help the school faculty develop programs and activities dealing with the Crow language and culture; and (5) assist the school in developing and maintaining close contact with the community.

In evaluating how well the aides met the stated objectives, the stated criterion was "Has the project improved the learning situation of the Indian students?" The majority of the aides employed in both schools were able to provide the students with the necessary communication link in their native language and therefore did facilitate learning. The majority of the aides did provide valuable assistance to the classroom teacher in preparing the lessons turned out. In the elementary setting, the aides did provide a more stable, comfortable learning situation for the Indian students. In the high school, the aides did provide a comforting influence, but nowhere near as great as in the elementary because of the age of the students and their maturity level. The aides had very good contact with the community.

Athletic and Cheerleader Supplies

This project was established to permit the funding of various materials to provide the cheerleaders with uniforms, the opportunity to go to a cheerleading clinic and to provide the necessary uniforms for the first year of the girl's basketball team. The reason why the program was established, in the addition to the stated needs, was that many parents were unable to pay the entire amount of money that would have been necessary to outfit their children.

The project objectives were to: (1) purchase supplies for cheerleaders; (2) provide training for cheerleaders; and (3) purchase basketball uniforms for the girl's basketball team.

All goals have or will be met by June 30th, 1976. The basketball uniforms proved to be highly functional and worthwhile and both A-squad and B-squad cheerleaders will have the opportunity to participate in a cheerleading clinic as Eastern Montana College in Billins.

Wyola

Special Activities Instruction

There was concern for high quality instruction and a broader range for activity type programs than the standard school program could provide. These types of programs are particularly critical for gaining the interest of Indian students and fostering their talents.

The project objectives were to: (1) provide art programs which offered several contract periods per week with Indian and non-Indian art specials; (2) provide P.E. activities which offered specialist taught courses; and (3) provide home economics with special emphasis on Crow food practices, cultural family life, etc.

We received a positive rating in all three objective areas from the parents. The students also showed interest in new cultural component.

Primary Language Development Project

The change in the school to middle school type or organization and need to strengthen language development and academic skills prior to grade five necessitated an additional classroom teacher. The wide achievement range and the fact that most children have bilingual or limited English backgrounds was major justification for this project.

The project objectives were to: (1) increase achievement levels for Indian students in grades three to four; and (2) promote high self-concept and pride in culture.

High test scores have been developed since an additional teacher had been added; therefore, the program must be working.

Pupil Services and Parent Involvement

This project provided a home-school coordinator to reduce attendance problems and other home-school communication. Student and parent activity travel was also provided so that they could participate in meetings and conferences which dealt with Indian education.

The project objectives were to: (1) reduce attendance problems due to lack of transportation, truancy or communication problems with home; (2) provide high level information feedback from home to school through personal contact and information program; and (3) insure high involvement and increased awareness by parent committee and community meetings, conferences and visitations.

The coordinator had a major impact on student attendances. Attendance had dropped 15% during the time when the position was not filled. Parent involvement was much higher this year.

8th Grade Travel Project

This project provided an educational trip for the students. The students experienced a great deal, saw a lot of historical points and enhanced their awareness and self-image.

The project objectives were to: (1) expose students first hand to new learning experiences relating to Native Americans and those of an urban area; (2) create increased awareness of other cultures and life styles; (3) introduce students to models of career possibilities; (4) strengthen the knowledge and appreciation of the students' own culture and heritage; (5) open avenues of interest for student to develop individually; and (6) motivate the students to develop themselves in knowledge, confidence and feelings of self-worth.

The project had a strong parental support of program which helped the students keep involved.

Flathead Indian Reservation

Arlee

Tutor Services

The Arlee School had Indian students (grades 7-12) who needed special assistance in their classroom work, so a tutor was hired for this special need.

The project objectives were to: (1) assist individual students in their studies; (2) help students gain success to school studies; and (3) lower dropout rates.

This was a very successful program in keeping students in school by lowering the number of failures. The Arlee Indian community and administration are reapplying for funds for tutoring the 1976-77 school year.

Classroom Aides - Elementary

A teacher had 24 to 30 students in a classroom. There were students who vitally needed special assistance. An aide in the classroom, working together with the teacher, gave students the individualized instruction that was badly needed.

The project objective was to: (1) provide special assistance, on a one-to-one or small-group basis; to reinforce materials introduced by the teacher.

The project was successful for the students who needed a little extra help. The project seemed to help the students in that their grades improved.

Indian Studies Class

The curriculum of Arlee High School needed to include Indian culture, history and government so that the school was more relevant to the special needs of the children. This project provided for this.

The project objective was to: (1) develop the Indian students' awareness in their culture, history and government.

This project was needed and has been recommended by the Indian Education Committee, the staff and the students to be reapplied next year. The students had the opportunity to learn about their own culture.

Home-School Coordinator

A home-school coordinator was hired to contact parents at home, so a better home-school relationship could be attained.

The project objectives were to: (1) welcome new parents to the school district; (2) investigate and report findings of student's absences; (3) provide home visitations; and (4) foster good relations between the school and the home.

The Arlee Indian Education Committee, parents and administration felt positive that this project met the special needs of their students and should be continued. Home-school relations seemed to improve.

Indian Home Economics Individualized Project

These funds were used to pay for development and implementation of individualized Indian capsules.

The project objectives were to: (1) improve the Indian student's interest and attendance in home economics; and (2) give Indian students the opportunity to do projects of Indian culture.

The project implementation was completed. The students seemed to be more interested in their home economics project.

Indian Literature

This project was developed so the services of resource people could be utilized and so that consumable instructional supplies and cassette tapes of Indian culture could be purchased.

The project objectives were to: (1) make the students aware of their culture and heritage; and (2) make Indian literature a part of the high school curriculum.

The project implementation was completed and judged successful.

Travel Expenses

The funds from this project were used to encourage committee members to be involved and attend the Indian Education Conference at the local, reservation-wide and state level.

The project objectives were to: (1) keep the parents informed of Indian education trends; and (2) pay travel expenses for the committee to attend conferences, workshops, etc., that would be informative to them on Indian education.

The funds were needed to encourage and assist the committee to attend various educational conferences in the state. Many parents became involved.

Summer Program - Gymnastics

This project was developed so that students could be instructed in the skills of gymnastics.

The project objective was to: (1) teach beginning, intermediate and advanced students the basic skills of gymnastics.

The project was judged fairly successful by the parents and the students.

Charlo

Home-School Coordinator

The home-school coordinator worked closely with parents, students and teachers.

The project objectives were to: (1) get the parents involved in what is happening at the school level; (2) decrease absenteeism and dropout rates; and (3) provide a better home-school relationship for the students.

The project was successful and good results were received.

Advisory Committee

This project was supposed to provide communication for the committee as to what is going on in the field of Indian education. We tried to get the committee together and it seemed almost impossible.

The project objectives were to: (1) get the parents together at least once a year; (2) provide funds for the committee to become involved in meetings, conferences, etc., that would better their knowledge of Indian education; and (3) have the parents of Indian students and parents of foster children meet together.

This would be a very good program if more parents would become involved. We hope to try and work out a better program for next year.

Dixon

Home-School Coordinator

An Indian parent was hired to work as a liaison between the home and the school to keep Indian parents informed of aids and programs available through the Indian Education Committee and the Bureau of Indian Affairs and to insure that all students were able to take advantage of this project.

The project objectives were to: (1) decrease dropout rates; (2) increase student attendance; and (3) provide a liaison between students and teachers.

This was a good project, but due to decreased enrollment the committee added tutoring of Indian students to the position description.

Lapidary

This project was provided to develop the craft of lapidary whereby the student learns to identify precious and semi-precious stones and how to best work with them. They learn to properly slab the different materials, design the pattern, shape, grind, polish and mount the finished piece.

The project objectives were to: (1) learn a beneficial craft; (2) develop safety habits in working with machinery; (3) develop initiative in designing; (4) develop self-esteem; (5) learn how rocks and minerals are formed; and (6) learn to price and sell the items they made.

All the objectives were met. It was an excellent elective for our students.

Elmo

Breakfast Program

This project was provided for the students who came to school without breakfast.

The project objectives were to: (1) provide nourishment; (2) substitute vitamins, proteins and minerals in place of junk food under teacher supervision; and (3) help the students acquire maximum levels of concentration, intellectual activity and physcial development.

The students were alert and eager to learn and the junk food had almost completely disappeared from the classroom.

Recreation - Skiing

This project was provided so that five trips could be taken to Big Mountain where the students had lessons.

The project objectives were to: (1) pursue a lifelong sport for the students; (2) provide for a family recreation; (3) keep the student's mind and hands occupied; and (4) enable the students to a different way of instruction.

The project was a success in that it reduced behavior problems in the community.

Recreational Films

This project was provided so that films which dealt with Indian ways of life, etc., could be ordered.

The project objectives were to: (1) keep the children from running about in the streets; (2) provide a respite for busy parents from the duties of child supervision; and (3) provide for adult supervision.

The project was successful in that it reduced behavior problems in the community.

Johnson-O'Malley Travel

This project was provided so that members of the committee would be able to attend educational meetings that may be of importance, and to help see that their child was being taught to his fullest ability.

The project objective was to: (1) attend educational meetings so the committee could be informed and therefore guide and direct their child's educational progress.

This project was a success in that the parent participation was high and they showed an interest in their child's progress.

Tutoring Services

This project was provided so that tutoring services could be available after school hours.

The project objectives were to: (1) help the high school students keep up with their studies; and (2) help the grade school students develop their abilities in research and reading.

The project was successful and grades improved.

Cultural Teacher & Materials

This project was provided so that a teacher could be hired to teach the Kootenai Indian language.

The project objectives were to: (1) build a positive self-concept; (2) present the Indian culture to all the students; (3) give the students the ability to speak the language so that they could communicate with their elders; and (4) give the students the ability to understand their language so that when the elders told stories, they could translate them to the English language.

The outcome of this project was the students building a more positive self-image and being proud of their heritage. The tests made by the Indian teachers were positive.

Johnson-O'Malley Teacher

The project was provided to breakdown the student-teacher ratio and the number of grades to be taught by each teacher so that we could help each child to work to the full extent of his abilities.

The project objective was to: (1) give the students the individual attention and love that they needed.

The students benefited by having this individual Indian help.

Teacher Aide

This project was provided so students could have one-to-one or small group individual help.

The project objectives were to: (1) see that each student was given the individual attention and help that they needed; (2) reinforce classroom work; (3) explain students background and behavior patterns to teachers when deemed necessary; and (4) give the students the ability to learn in a subject that they may be struggling in.

The students academic and social abilities increased along with their self-confidence.

Home-School Coordinator

This project was provided so that there could be better relations between the child, the school, the home and the community.

The project objectives were to: (1) provide a well-being for the child both in and out of school; (2) visit parents to acquaint them with what is going on in the school; (3) relay parent's concerns to teachers; (4) inform parents of students' progress; (5) work closely with parents and teachers of those students who were having problems in school; and (6) encourage parents to become actively involved in school functions.

The project was a success. Parent turnout at conferences was high, parents' involvement in school activities was high and the willingness of the parents to become involved in school functions was high.

Hot Springs

Home-School Coordinator

A person was hired to communicate between the home and the school and to work with students having problems.

The project objectives were to: (1) help eliminate dropouts; and (2) provide for better communication.

The need was not great enough for a school coordinator combination position.

Tutor Aide

A person was hired to help students who were underachievers in the classroom.

The project objective was to: (1) help the underachiever reach grade level.

This project was one of excellent success.

Mileage - Indian Education Committee

Funds were provided so that the committee and students could attend affairs which dealt with Indian education.

The project objective was to: (1) gain more insight into Indian values.

This project was very good this year.

Polson

Home-School Coordinator

The home-school coordinator provided social and academic counseling to all grade levels. He also set up and maintained lines of communication between parents, teachers, administrators and the Indian education committee. He also served as an advisor to the PHS Indian Club and aided students in their post high school planning.

The project objectives were to: (1) provide counseling for elementary and secondary students; (2) serve as a liaison between all interested parties; (3) oversee ongoing programs and be aware of new ones; (4) serve as a resource person for the Indian education committee; and (5) provide Indian input to the superintendent and the school board.

The home-school coordinator was under the direct supervision of the superintendent. He received input from principals, parents and Indian education committee members that was used in his evaluation of the project. The project was successful from the contents of their reports.

Cultural & Instructional Enrichment Program

This project partially funded the services of a teacher of Indian history and government in the high school, provided needed books and materials for a similar class in the middle school and provided materials for the elementary schools and provided supplemental instructional materials to meet the special needs of Indian students in some academic areas.

The project objectives were to: (1) provide instruction in Indian history and culture; (2) bolster self-concept of participating students; (3) provide for special academic needs of our Indian students; and (4) aid non-Indian understanding through non-Indian exposure to Indian history.

The superintendent's and committee's evaluations showed that the project was effective.

School Band Participation

This project provided instruments for those students wishing to participate in the school band program and were unable to acquire an instrument. When the students completed their participation in the band program, the instrument will be loaned to another deserving student.

The project objectives were to: (1) provide band instruments to interested students; (2) provide socialization through participation in extra-curricular activities; and (3) increase interest in school attendance and bolster self-concept of student participation.

The project was evaluated by how well the project objectives were fulfilled. The project objectives were successfully fulfilled.

Native American Crafts

The project involved instruction in all aspects of beading, moccasin making and other types of leather crafts. Members of the local Indian community were hired as instructors.

The project objectives were to: (1) teach Native crafts; and (2) bolster self-concept of participating students.

The project was successful in that the students seemed interested and involved.

Indian Education Committee Travel

This project provided funds for committee attendance at the Indian Education Conference and other informative meetings regarding Indian education.

The project objectives were to: (1) provide for committee expenses at meetings relevant to Indian education; (2) provide reports at committee meetings thereby keeping the entire committee informed; and (3) enable our Indian community to meet with members from other communities to exchange ideas.

The project was successful in that many parents were involved and they learned many interesting and informative things about Indian education.

Ronan

Project Coordination

This project was designed to hire someone to carry on the duties of coordinating ongoing Johnson-O'Malley projects.

The project objective was to: (1) coordinate the evening Indian language and cultural meetings.

The project helped the chairman in planning and organizational duties.

Committee Travel

This project provided transportation and lodging for committee members to attend state meetings.

The project objective was to: (1) let the parent members become involved in Indian education and bring good and informative information back to the school.

The Indian people did participate in two state meetings which helped to involve them in more educated fields.

Indian Language

This project was designed to provide a weekly meeting of Indian youth to participate in Indian language, music and culture.

The project objectives were to: (1) practice Indian language; and (2) participate in Indian cultural activities.

Generally this project was successful. Members of the Indian education committee served as instructors and the attendance was satisfactory.

St. Ignatius

Indian Education Coordinator for Parent Involvement

The project was designed to assist parents and different federal programs in establishing a continuing relationship by providing information to parents about these programs, progress of their children, suggestions or problems parents may have and suggestions to program directors on how to improve parent involvement.

The project objectives were to: (1) provide information and written materials to the parent community; (2) explain role of school board; (3) provide training and workshops for Indian parents; (4) work with teachers to show parents child progress, or problem they may be having; and (5) encourage the child in school activities.

The project as set up was a good project, but failed to get the parents and community involved.

Fort Belknap Reservation

Harlem

Transportation

This project was available to enable members of the advisory committee to attend local, state and regional meetings so that they could have more input into the programs.

The project objectives were to: (1) improve present and new programs; and (2) improve the actual input of the local community in two programs.

The project was effective in insuring better attendance at meetings and improving the programs.

Arts and Crafts

Arts and crafts was designed to be a year-round program to provide materials and instruction in Native American crafts.

The project objective was to: (1) provide individual students more knowledge of their American heritage and an actual experience with the arts and crafts associated with their heritage.

The program provided valuable work experience and an outlet for individual student work in their area.

Special Teachers

A special teacher was hired to provide remedial courses within the English curriculum and to have an opportunity to express natural crafts and talents in art.

The project objectives were to: (1) provide remedial English courses; and (2) decrease dropout rate for Indian children.

The special teacher program did provide more individual instruction within the English curriculum and provided an art program designed around the needs and individual abilities.

Housing - Boarding Homes

This project was designed to provide students from the outlined areas to participate in the total school program.

The project objective was to: (1) provide housing to Fort Belknap children who wished to participate in after-school activities.

This project worked very well as the number of children participating indicated.

Summer Recreation

This was a project designed to provide worthwhile recreation and training in outdoor skills for the entire school community.

The project objectives were to: (1) provide physical fitness for all participants; and (2) construct recreation to help prevent juvenile delinquency.

The project functioned very well the last two years and had approximately 100 participants of all ages spread evenly between the Indian and non-Indian children.

Distar

The distar project was introduced into our kindergarten program during the 72-73 school year. Since then it has been extended into grades one, two and three. Johnson-O'Malley funds have been used to hire tutors to teach the math portion of this program.

The project objectives were to: (1) provide the basic fundamentals of reading and math for all primary children; (2) allow for smaller groups, thus allowing for more individualized attention for each child; (3) raise and maintain each participant's overall reading and arithmetic ability; and (4) provide the confidence necessary for each child to compete with other students at his grade level.

Evaluation tools used were teacher observation and results of nationally recognized achievement tests. We feel that the program was successful in meeting the objectives set.

Hays-Lodge Pole

Home-School Coordinator

The coordinator's duty was to function as a coordinator for the schools and for community members.

The project objective was to: (1) open lines of communcation between the school personnel and the community members.

This was a very effective project. Effective lines of communication have been established and the schools are opened to the community.

Elementary School Guidance

One person provided guidance and counseling to students enrolled in the district's elementary schools.

The project objective was to: (1) provide guidance and counseling to the elementary students.

This was a much needed project. By having a counselor serve the elementary students, many of the problems faced by Indian children were eliminated.

Kindergarten

This project provided full-time kindergarten instruction by placing two full-time teachers and an aide in this area.

The project objective was to: (1) provide full-time kindergarten instruction to the five-year-olds of District #50.

A positive educational experience for these young children was gained by this project. The much needed background was obtained for these children.

High School Guidance

A guidance counselor was hired to serve all secondary school students.

The project objective was to: (1) provide guidance and counseling to the secondary school students.

This project provided a vital service to the older students. Since most decisions made at this time of life are long range, this service was necessary.

Fort Peck Reservation

Brockton

Indian Involvement in Education for School Board Members

Trustees and members of the Johnson-O'Malley committee were sent to the Indian Education Conference in Havre to improve their understanding of school leadership and trustees' responsibilities.

The project objectives were to: (1) upgrade trustees' knowledge concerning the rights and obligations of trustees; (2) upgrade the trustees' knowledge concerning federal programs; and (3) upgrade and bring new ideas concerning educational techniques to the school.

The project was vital to the continued development and improvement of the school. Trustees had to be encouraged to participate in school affairs at state and national levels.

Expansion of Student Participation in School Activities

This past year caps, gowns and senior portraits were purchased with Johnson-O'Malley funds as parental cost items.

The project objectives were to: (1) permit the Johnson-O'Malley eligible students to fully participate in school sponsored activities; and (2) remove the financial stigma from certain aspects of the public school for Johnson-O'Malley eligible students.

This program was well received and should be continued. The development of criteria for eligibility will be a problem.

Summer Recreation Program

Two recreation directors were employed, one at Brockton and one at Fort Kipp, to provide leadership for summer recreation, which this year included swimming instruction, softball, crafts and gymnastics on a regular schedule plus a field trip to Glacier Park.

The project objectives were to: (1) provide recreation for the young people of the community; and (2) provide leadership and worthwhile activities during the summer months for young people who would be totally denied this without the Johnson-O'Malley program.

This was an excellent project with many varied experiences for the young people of the community, which was evidenced by their good behavior during the summer months. Our increased enrollment this fall and better attitude towards the school was also shown by the students.

Indian Education Involvement as Teacher Aides

Local persons of the Indian ancestory were employed to assist the teacher by giving the student individual help and also by doing routine clerical and other chores to release the teacher to work with the student. The aides also worked with the teacher in an advisory capacity regarding problems the students might be having outside the school.

The project objectives were to: (1) help the teacher understand problems that students have outside the school; (2) increase the student's achievement in all subject areas through individualized instruction; and (3) help involve the community with the school by the employment of local people.

This was a highly successful project. The school will continue to improve the program of individualized instruction and will develope a high level of confidence in the school by the Indian community.

Expansion of Courses offered to the Student Body

Mini-courses were offered on a quarter basis in the social sciences, home economics, art and shop.

The project objective was to: (1) expand and enrich the curriculum to meet the needs of the Johnson-O'Malley eligible students.

This was a successful project in that enough choices were available to motivate students and help develop a positive attitude towards school.

Indian Club

This project introduced the students to some of the aspects of their culture through the sponsorship of Native American Day, leatherwork and beadwork classes. Activities also included a field trip and speakers.

The project objective was to: (1) introduce and interest the Indian student to their own cultural heritage.

The project was not as successful as we would have liked because of lack of interest and leadership.

Counseling of Student Body

A counselor worked with students in grades K through twelve by helping the student solve problems encountered in school and helping the communication between the home and school by having conferences with the parents. Career and vocational choices were part of the project along with testing and collection of student data.

The project objectives were to: (1) help the student deal with school and social problems; (2) help the student select career, college and vocational choices; and (3) make information on students available in usable form to teachers, parents and students.

Although the project was late getting started because of the difficulty in hiring a trained counselor, the objectives of the program were carried out and a strong basis was laid for a continuing program.

Recreation and Enjoyment for the Student Body

The project brought guest speakers, films and plays into the school, which otherwise would not have been available to the students. The students were also taken on field trips and enjoyed other activities.

The project objectives were to: (1) expand the knowledge of activities in which the students could be a part; (2) experience worthwhile use of his leisure time; and (3) provide the student with productive recreation.

The project was successful in motivating students and in increasing the student's awareness of the larger world about him.

Enrichment of Library, Audio-Visual and the Introduction of Extra Courses

A qualified libarian was hired to work with the elementary and high school libraries to upgrade the libraries so that they would be a resource for learning. The librarian also taught drivers education which was an important addition to the curriculum.

The project objectives were to: (1) upgrade the library so it would meet existing state and district standards; (2) make the library a pleasant place to work and study; and (3) assist teachers in finding needed materials for teaching.

This was a worthwhile project and should be continued if the Indian students is to be able to compete in furthering his education and learning to use printed resources as a source of information. The library and its use has improved over the past several years and this program should be continued.

Frazer

Home-School Coordinator

A coordinator was hired to coordinate efforts between the home and the school.

The project objectives were to: (1) achieve better attendance; (2) achieve less tardiness; and (3) achieve better rapport with the community.

It is evident that the school must have a coordinator that adds stability and continuity to the project.

Home Economics and Arts and Crafts

This project was provided so that home economics and arts and crafts could be taught to the students.

The project objectives were to: (1) develop new skills; (2) develop greater holding power; (3) provide stimulation for better attendance in school; and (4) provide worthwhile skills for earning a living.

The committee felt that this project was very successful, especially in the areas of auto mechanics and welding. The committee strongly recommended the need for such items as materials and supplies to better the programs.

Physical Education

This project was provided so that students could participate in curricular and extra-curricular activities.

The project objective was to: (1) provide students a more equal opportunity in this area of education.

The committee and P.E. instructor/athletic director are very positive about the student benefits gained through this project.

Johnson-O'Malley Committee Travel

This project provided funds for the committee to travel to meetings, conferences and workshops which dealt with Indian education.

The project objectives were to: (1) inform and update committee members on progressive programs; and (2) provide exchange of ideas for maintaining or adding needed changes to the program.

The committee members attended workshops, conferences and meetings which were informative in the Indian education area. The information which was gained will be utilized to upgrade the needs of the Indian community. The committee members felt that these experiences did and will aid them in providing a better and worthwhile service to the community.

Kindergarten

This project provided a full-time kindergarten teacher to be hired so that children would be prepared to enter first grade.

The project objectives were to: (1) provide for and orient children toward modern school practices; (2) discover, as early as possible, individual needs and handicaps; and (3) eliminate, or at least start, a program to reduce any or all obstacles that could prevent each individual from becoming a regular first grader.

The project was successful in that the children were well prepared for first grade. Individual budget and expenditures must be developed and maintained.

Science Materials

This project provided a science program at low ebb, especially grades four through eight when funds were needed.

The project objectives were to: (1) arouse pupil's interest in science; (2) encourage more pupils to do individual laboratory demonstrations; and (3) allow pupils to become aware of the many science-related careers.

This project was successful although individual budget and expenditures must be developed and maintained.

Travel - Culture Trip to Alberta, Canada

From May 22 through May 25 of this year, 23 students and six adult chaperones from Frazer toured placed of educational cultural and historical significance to Native Americans generally, and Assiniboines particularly. They visited schools, museums, reservations and historic places in the U.S. and Canada.

The project objective was to: (1) expose local students to educational and cultural stimuli which were not otherwise available.

A post-tour evaluation was conducted by representatives of the local Johnson-O'Malley committee. The evaluation, based on interviews of the participants, concluded that the tour had been of significant educational and cultural value to the participants and should be repeated in the future.

Poplar

School Supplies

Through the recommendation of the Johnson-O'Malley coordinator, individual classroom teachers and the Johnson-O'Malley committee, the purchase of school supplies were made to help specific Indian children to attend school with the necessary school supplies.

The project objectives were to: (1) provide assistance to specific Indian children; and (2) insure Indian children had the necessary school items.

Though small, the budget for this project was used well by the students. It is felt that it should be continued on a limited basis for those students who can't afford their own supplies.

Miscellaneous

Through the recommendation of the Johnson-O'Malley committee, funds were made available for additional Indian student needs, to provide for additional expenses experienced by the Johnson-O'Malley coordinator's office.

The project objectives were to: (1) provide a small budget for Indian student's needs and the Johnson-O'Malley coordinator; and (2) provide office expenses not budgeted for in other line items.

The project became a very nebulous affair relative to the use of the money involved because of audit exceptions. This part of the project should be dropped and money used in the project allocated to those projects needed.

Band

This project was designed to encourage Indian children from low-income families to participate in the music program in school.

The project objectives were to: (1) encourage more Indian students to participate in the music program; and (2) give financial assistance to those Indian students from low-income families who could not afford music instruments.

The increase in the numbers of Indian students in the elementary band program was an indication of good for this project. There will be more of those students from low-income families participating next year.

Indian Studies

The model year course covers primarily four basic topics: (1) policy development; (2) problem areas; (3) bibliographies; and (4) exotic topics.

The project objective was to: (1) install curriculum in Indian studies programs that covers Indian issues that are contemporary in nature and within the Poplar school district.

This project got off to a late, but good start. Some of the money allotted to this project was spent for materials; however, due to the screening process and material selection, all of the budget was spent for books and materials.

Cold Weather Bus

Children and students living on the east end of town have very little means of transportation to school. During cold weather months, bus transportation provided protection from inclement weather.

The project objectives were to: (1) lessen absentee rates; (2) lessen tardy rates; and (3) protect students during inclement weather.

This project has been one of the most successful projects of the Johnson-O'Malley program. When this bus was running, we found that the tardy and absentee rates dropped.

Graduation Project

Due to the low income of many Indian families, funds were made available to pay for the necessary graduation expenses for graduating Indian seniors. The graduation items were listed in order of priority in the budget.

The project objectives were to: (1) provide graduation expenses for graduating Indian seniors; and (2) help relieve the financial burden to low-income families.

This project was well accepted by the students and the parents; however, the project should be limited to those students who come from low-income families.

Wamnbdi-Ota Youth Club

This club was provided to give Indian youth a better understanding of the community and their involvement as young Indian people.

The project objectives were to: (1) encourage community development; (2) support youth involvement in the community; and (3) help with expenses the club needed. The club had money raising projects to help pay for this club.

Although this was an excellent project, it should be one of the low-priority projects helped through Johnson-O'Malley. It was not connected with the school.

Travel

This project provided funds for mileage and per diem to committee members to allow for attendance at various educational conferences held throughout Montana.

The project objectives were to: (1) provide travel funds for education meetings; and (2) develop local Johnson-O'Malley committee members educational knowledge.

This money was used very little this past year; however, there should be more travel by the members of the educational committee.

Summer Program

Because of the location of the Fort Peck Indian Reservation, there was lack of understanding of the urban industry by the Indian students. This program gave a selected number of these students the opportunity to visit many of these industries.

The project objectives were to: (1) develop an understanding in the relationship between Indian culture and the modern technological society; and (2) increase the understanding of the problems created by the interposing technological society on the environment.

This project was one of the best parts of the Johnson-O'Malley program this year. It was well accepted by the students and instructors and well executed. If monies are available, a program of this type should be used every year; however, there should be more time for planning the project.

Johnson-O'Malley Coordinator

The Johnson-O'Malley committee employed an Indian coordinator to coordinate project objectives, such as linkage between the school administration and the Johnson-O'Malley committee, verification of student needs and for justification of expenditures.

The project objectives were to: (1) provide direct linkage between the involved parties; (2) evaluate special needs of Indian students; (3) provide justification of expenditures; and (4) coordinate special and general Johnson-O'Malley meetings.

This project functioned successfully this past year; however, better attention should be involved in the screening of the applicants for this position.

Wolf Point

Johnson-O'Malley Committee Transportation

This project was funded to promote Indian parent participation in education by providing the means to attend Indian education meetings and workshops throughout the state.

The project objective was to: (1) involve Johnson-O'Malley committee members in the state Johnson-O'Malley conference.

Fourteen members were able to attend the conference in Havre. The conference was informative and provided the members with knowledgeable materials concerning Indian education.

Cold Weather Transportation

Indian children live on the edge of the city, usually more than five blocks from the school they attend. The family does not provide adequate transportation and the result is undue absences because of weather conditions or because of illness perpetuated by exposure to the elements.

The project objective was to: (1) eliminate excess absenteeism and tardiness to the degree that Indian students have attendance comparable to other non-Indian students.

We provided transportation for 130 children during the period of the cold weather.

Summer School Program

Forty Indian high school and junior high students were enrolled and attended the school from June 7th to July 30th. They had study, onsite instruction at reservation agencies of government, panels, testing and after school hours of recreation.

The project objective was to: (1) interest the students in the working of the reservation and learn its structure.

The attendance, morale, interest and enthusiasm of this project was high and almost all the students enrolled completed the course.

Expansion of Curriculum Offerings

The Indian studies director taught 50 Indian students in Indian studies, provided source material and consulted with teachers as to proper inclusion of Indian material. This is a liaison for Indian students, parents, teachers and administrators.

The project objectives were to: (1) provide encouragement, direction and other help to keep Indian children in school; and (2) better the self-image of the Indian student by providing him with the background in his Indian history and culture.

This program contributed toward graduating seven more seniors than the previous year and cut down the number of dropouts by 10%.

Social Services Home-School Visitors

We have two home visitors, one male and one female. They mainly check causes of absenteeism, help parents with paperwork, take sick children home, to the clinic or doctor and work with other agencies to help solve family problems.

The project objectives were to: (1) serve as a contact between family and school; and (2) keep misunderstandings between school and parents to a minimum.

The absenteeism of the elementary Indian children as a group was very low. It helped to keep the parents informed when their children were absent. Chronic absenteeism on the child's part was stopped before the child was gone for too long and became discouraged and afraid to return to school.

Parental Costs

Teachers and coaches arranged, through the Indian counselor, and the Indian studies director, to obtain the needed equipment, supplies or services after the need has been determined by a combination of students, instructors, counselors and directors. A claim voucher was signed by the student and countersigned by the Indian studies director. The voucher was then submitted to the school board.

The project objective was to: (1) help Indian children take part in activities which they might not have participated in otherwise by purchasing clothing, eye glasses, activity supplies, such as athletic and band equipment, insurance, art, home economics and shop materials.

All these needs were taken care of for the students, but teachers, students and parents needed to know the limitations of this component.

Indian Club Activities

Indian young people needed to participate in group activities, which were enjoyable and provided an opportunity for social acceptance. The girls particularly have not been afforded such an opportunity.

The project objective was to: (1) provide an opportunity for Indian students to function in a social activity designed to utilize their own particular culture.

The project has led to more participation in school activities in the junior high and high school.

Rocky Boy Indian Reservation

Box Elder

Vocational Educational Work Benches

Individualized, programmed lessens were given regarding mechanical aptitude and remedial math.

The project objective was to: (1) upgrade the student's mechanical aptitude.

The evaluation was made by the programmed and teacher-made tests and the teacher's observation. The results were favorable as the students seemed to increase their grades.

Summer Program

This was a project which was operated during the summer months for ages six through sixteen.

The project objectives were to: (1) maintain reading and math skills; and (2) provide physical educational activities.

The students seemed to stay preoccupied during the summer and they were interested in what they were doing.

Parental Cost Alleviations

This project provided financing of various equipment and activities for those students who were unable to pay for various things.

The project objectives were to: (1) relieve parental financial burden; and (2) improve and increase student attendance and attitude.

The project was evaluated by a number of students in financial need. More students were able to participate in programs that they normally couldn't because of their financial bind.

Committee Travel and Expense

This project was designed to help offset the financial burden of committee travel and expenses.

The project objective was to: (1) increase parental involvement in relations with the school and the community.

Parents were able to attend meetings, conferences and workshops which increased their knowledge of Indian education.

Nursery School

This project was designed to provide activities for a two-day week nursery school.

The project objectives were to: (1) teach the children to follow directions; (2) teach the children to follow a schedule; and (3) teach the children to develop social development.

The children seemed prepared for first grade at the end of this project.

Instructor Aide

Individuals were hired to aid the teachers in general classroom activities.

The project objectives were to: (1) provide individual attention to students; and (2) provide general assistance to the regular classroom teacher.

The project was a success as the extra individual help was given to the students who needed it.

Home-School Coordinator

An individual was hired to follow-up on absenteeism of students and other home-school problems.

The project objectives were to: (1) increase parental involvement; and (2) increase home-school communication and relations.

The absenteeism seemed to decrease.

Bus Transportation

The bus provided transportation for students to school functions during the summer program.

The project objectives were to: (1) increase student participation; and (2) increase student attendance and attitude.

This project was successful, as more students participated in school functions.

Havre

Extra-Curricular Activities Participation

Many Indian students attending Havre Junior and Senior High School reside in rural areas and find it impossible to participate in after-school activities due to the fact that they have no transportation. These funds were used to arrange transportation for those students to participate in extra-curricular activities in Havre and elsewhere.

The project objectives were to: (1) increase student participation of Indian students in school activities; (2) provide transportation for Indian students to extra-curricular activities; (3) provide management/supervisory experience for students who are members of the Indian club; (4) provide a source of income for one or more Indian adults; and (5) improve school retention of Indian children through school involvement.

The project participants enjoyed limited success due to the fact that responsible adults were not willing to commit themselves to providing this transportation.

Parental Cost

Participation in some school programs was often difficult and sometimes impossible for Indian pupils because of the associated costs. Many Indian parents were without the financial resources to meet these expenses. This project provided travel expenses, expenses for social activities and individual costs for materials.

The project objectives were to: (1) provide funds for special clothing, equipment, etc., for Indian pupils; (2) provide social activities for Indian pupils; (3) provide travel expense money for Indian pupils; and (4) encourage Indian pupils to remain in school and go on to college by allowing them fuller participation in the total education program.

The project met all the objectives and there was a demonstrated need for this project.

Home-School Coordinator

The two part-time employees employed under this project worked as a liaison between the school and the homes of Indian children to reduce absenteeism and to improve communication between the home and the school. These employees worked to inform the adult Indian population of all school programs, especially those funded under the Johnson-O'Malley program.

The project objectives were to: (1) improve relations between the school and Indian people; (2) improve the achievement and attendance of Indian children; and (3) decrease the dropout rate of Indian children, especially rural students.

The project met all the objectives to some degree, but part-time staffing is not totally successful. The number of pupils/families requires more time than was available; however, absenteeism and dropouts were reduced.

Education Committee Expense

The Indian Education Committee represents the Indian community to the school board and attempts to secure appropriate programs under Johnson-O'Malley and Title IV. The committee represents this community at state, area and regional conferences. The money allocated under this project was used to pay the operation costs incurred by the committee.

The project objectives were to: (1) carry out responsibilities of the Indian Education Committee; (2) secure adult participation in work of the committee; (3) attend state and area conferences;(4) involve students in Indian Education Committee activities; (5) involve Indian parents in monitoring Johnson-O'Malley programs; and (6) increase involvement of Indian parents in the State Indian Education Conference.

A representative was sent to the Title IV Conference in Spokane. Most of the committee attended the State Indian Education Conference. The committee has become a stronger force for Indian education in their second year of operation. All objectives were met.

Indian Student Tutorial Program

Persons of Indian descent were hired to act as tutors in the Lincoln-McKinley Elementary School, the junior high school and the high school, so that Indian children would have people of their own race available to assist them with their day-to-day school work and to provide an adult person in the school, who they may emulate and aspire to be as they considered careers.

The project objectives were to: (1) improve academic achievement of Indian children; (2) improve school attendance and retention of Indian children; (3) improve attitude of Indian children toward school; and (4) give Indian children a feeling of success in their school academic work.

The tutorial program met all the stated objectives and was improved over 1974-75. Academic achievement was improved for those pupils availing themselves of this service.

Preschool Education Project

This project was designed to prepare Indian pupils for entrance into the regular school program. The project began in January and operated to the end of the school term. Bus transportation and lunch was provided to all the pupil participants. Health services were provided by the school nurse. A teacher and two Indian aides provided an intensive program to stimulate basic skill development of participants.

The project objectives were to: (1) provide experiences to prepare Indian children for entrance into the regular school program; (2) provide health and nutritional services; (3) provide training in educational and social skills to develop a sense of order, coordination, concentration and independence; and (4) provide language experiences to upgrade language development.

This was one of the strongest Johnson-O'Malley programs in 1975-76. All the objectives were attained. The committee felt that the language development was particularly valuable to Indian pupils at this age.

Indian Materials Library Acquisition Program

Increased interest on the part of Indian students in learning more about their cultural heritage the past two years indicated a need for more resource information for Indian students. Additional resource materials, including books, tapes, etc., were bought. These materials were made available to all six schools in the district.

The project objectives were to: (1) improve quality and quantity of Indian cultural/resource materials available in the local schools; (2) increase the understanding, knowledge and pride of Indian pupils in their cultural heritage; and (3) improve the awareness of Indian contributions to the American culture.

The Indian Education Committee selected these materials based on the recommendations of professional staff. Due to the fact that the materials were not purchased until late in the year, effectiveness is difficult to assess. However, the committee believes it to be a good program.

Summer Remedial Program for Grades One Through Six

Identified Indian children were involved in a special four-week summer successful remedial program in the areas of reading and arithmetic to make them more successful students in the basic academic areas of study in 1976-77 and future years. Students were tutored on an individual or small group (up to four) basis to improve their academic backgrounds in arithmetic and reading.

The project objectives were to: (1) improve basic math and reading skills; (2) give pupils an experience of success in school work; and (3) provide individual instruction directed to identified weaknesses of each pupil participant.

This was probably the best program this year, although it served a limited number of pupils. Pupil participation and improvement was excellent. It was a much needed program.

Summer Counseling

A full-time summer counselor was employed to contact dropouts of Indian descent and to assist those who had completed school to gain admission to schools beyond high school that they may wish to attend. Those going on to school were taken to various campuses to visit and were assisted in completing application papers for admission to schools of their choice.

The project objectives were to: (1) get 1974-75 dropouts to return to school; (2) assist graduates to make all necessary arrangements to attend higher institutions of education; (3) improve relations between Havre schools and the Indian community; (4) assist Indian students to attend summer educational, cultural and other functions related to further educational programs at secondary and post-secondary levels.

This project achieved all the objectives and was successful. More time should be devoted to this project in the future due to the number of students.

Rocky Boy

Special Project (Teacher Aides)

Twelve teacher aides were employed in the classrooms to assist teachers with instructional as well as routine teaching and record keeping.

The project objectives were to: (1) provide on the job training and experience for prospective Indian teachers; (2) provide Indian children with role models; and (3) provide individualized instruction to meet individual needs.

This project was conducted on a continuing basis by the teacher. Self evaluations were made by interns, director and the college supervisor's advisory committees. An external evaluator was contracted to put the evaluations into printed format.

Special Project (Curriculum Coordinator)

A curriculum coordinator was responsible for the supervision and coordination of the daily activities and instruction taking place in the head start through grade eight within the Rocky Boy Public School system.

The project objective was to: (1) coordinate and supervise instructional programs at Rocky Boy Public School.

Instructional staff, school board, administrators, parent committees, headstart committees and the curriculum coordinator conducted two evaluation seminars. Teacher evaluation forms and other check sheets were used.

Johnson-O'Malley Other Projects

University of Montana

Johnson-O'Malley Act funds were used to assist the Kyi-Yo Indian Club in sponsoring the Fifth Annual All-Indian Speech Tournament for Indian high school students.

The objective of the project was to: (1) express Native American culture through speech and debate; (2) encourage Native American high school students to express and exchange personal ideas about Native American culture; (3) expose Native American high school students to an institution of higher learning and university environment; and (4) encourage Native American high school students to become more involved and concerned with their own educational aspirations.

Montana Indian Youth Practicum

Johnson-O'Malley funds were used to assist the Montana Inter-Tribal Policy Board in sponsoring the Montana Indian Youth Practicum for high school students.

The Montana Indian Youth Practicum is a seven-day training course in study and practical application of problems in Indian self-government. It is not meant to take the place of a course in civics or government as taught in high schools of the state. But, it is planned so that the Indian youth may put into practice the theories of self-government as taught in the classroom, through operation of tribal governments and the Bureau of Indian Affairs, as organized under the plans of the Montana Indian Youth Practicum.

Every Indian Reservation should send at least one boy and one girl, hopefully more, to the Fourth Annual Montana Indian Youth Practicum. Selection of the students will be made by the education committee. Where there is no education committee, the selection will be made by the principal or superintendent. They may ask other members of the high school faculty to assist them in the selection. Selection is on the basis of leadership, integrity and involvement. Keep in mind, the Practicum is not for the juvenile delinquent. Scholarship, the ability to get along with fellow students, character, ambition, leadership and involvement in school and community affairs are the important qualifications.

The program is a successful one and should be continued. Good responses were received from the students.

Confederated Salish & Kootenai Tribe

Johnson-O'Malley funds were used to assist the Confederated Salish & Kootenai Tribe in providing a field trip to Washington, D.C. for Flathead Indian students.

This project will give the Indian students a unique opportunity to learn about governmental process and an opportunity to visit many museums and historical sites. It will also allow Indian students to share their culture with non-Indians and demonstrate their abilities in drumming and singing. This is a unique opportunity for students to learn and share their knowledge.

Crow Tribe

Johnson-O'Malley funds were used to assist the Crow Indian Tribe in providing a summer youth activity program for Crow Indian students residing on the Crow Indian Reservation.

The program was provided to: (1) assist the families in meeting the physical and psychological needs of youth on the Crow Reservation; (2) assist youth in preparing for individual sufficiency in later life; (3) assist in preparing youth for citizenship; (4) provide youth an opportunity to socially interact at the group level, thus promoting socio-psychological growth; (5) minimize the advent of juvenile delinquency by provision of an instructive and stimulating learning experience; and (6) encourage group "problem solving" among members of the summer program which will be vital for later use in tribal leadership.

Indian Education Conference

Some 650 persons participated in the Sixth Annual Montana Indian Education Conference, an updating of current happenings in the education of Indian students, was held at Northern Montana College in Havre, Montana on March 24-26, 1976.

The conference theme was "Hear Me My Chiefs: A Strong Voice in Indian Education."

The conference included large general sessions and smaller sectional meetings and workshops.

Many good results were received from the conference participants.

JOHNSON-O'MALLEY ANNUAL FINANCIAL REPORT

MONTANA
State

RECEIPTS

Balance carried forward July 1, 1975		$ 27,807.35
Johnson-O'Malley Contract	$1,212,234.00	
Johnson-O'Malley Transition Quarter	$ 155,622.00	
Administration Transferred to 1976	$ 4,755.77	
Refunds from Schools	$ 14,622.34	
District Transfer to 1976	$ 31,819.80	
TOTAL		$1,419,053.91
Total Funds Available		$1,446,861.26

EXPENDITURES

1. Administration		$ 78,228.16
2. Parental Costs		$ 25,781.79
3. Special Programs (District)		$ 948,938.54
A. Guidance and Counseling	$ 133,759.83	
B. Attendance and Home Visitor	$ 107,212.67	
C. Educational Aides	$ 125,474.79	
D. Summer Programs	$ 74,869.26	
E. Tutor	$ 20,828.13	
F. Study Centers	$ 14,395.00	
G. Indian Culture and History	$ 80,211.21	
H. Curricular Offerings	$ 67,273.27	
I. Inservice Training	$ 7,926.71	
J. Special Education	$ 39,840.00	
K. Other Special Programs	$ 277,147.67	
4. Kindergarten		$ 82,865.69
TOTAL EXPENDITURES		$1,135,814.18
First Payments Fiscal Year 1977		$ 119,903.91
Refunded to Bureau of Indian Affairs		$ 84,737.41
Contract not Received		$ 106,405.76
TOTAL		$1,446,861.26

JOHNSON-O'MALLEY ADMINISTRATIVE BUDGET

Code	Description	Actual Expenditures Fiscal Year 1976
1108	Salaries, Professional	$32,955.42
1109	Salaries, Non-Professional	7,492.74
1400	Employee Benefits, Professional Employee Benefits, Non-Professional	5,151.25
2102	Consulting Services	.00
2499	Travel Consultants	1,448.83
2102	Contracted Services	105.40
2211	Supplies	836.50
2304	Postage	30.05
2302	Telephone and Telegraph	565.02
2400	Travel, In-State	3,646.22
2410	Travel, Out-of-State	112.09
2516	Rent	.00
2600	Utilities	.00
2700	Repairs and Maintenance	27.50
2801	Dues and Subscriptions	6.75
3100	Capital Outlay-Equipment	54.84
8199	Indirect Cost	14,520.00
	Staff Services	
	Instructional Services	
	Assistant Superintendent	
	Federal Programs Accounting	
	TOTAL	$66,952.61

Summary of Allocations

Other Special Projects

University of Montana	$ 4,500.00
Montana Indian Youth Practicum	32,000.00
Confederated Salish & Kootenai Tribe	21,078.00
Crow Tribe	20,000.00
TOTAL	$77,578.00

TABLE II

JOHNSON-O'MALLEY ALLOCATIONS BY RESERVATIONS

Reservation	Total Johnson-O'Malley Funds
Rocky Boy	$ 162,036.00
Fort Peck	185,309.85
Fort Belknap	131,944.00
Flathead	107,152.00
Blackfeet	274,922.80
Crow	192,053.00
TOTAL	$1,053,417.65

District	No.	Enrollment Total	Enrollment JOM No.	Enrollment JOM %	FY75 Taxable Valuation	FY75 Tax Levy	FY75 ANB	General Fund Budget	P.L. 874 Entitlement	Title I Receipts	JOM Receipts
Browning Elementary	9	1678	1400	83%	5,689,630	25.63	1427	2,407,388.00	842,143.00	219,637.00	200,459.80
Browing High School	9	429	359	84%	6,523,533	13.92	530	1,085,381.00	321,717.00	89,675.00	
E. Glacier Park Elem.	50	54	15	28%	833,903	43.79	52	83,483.76	7,995.00	1,721.00	7,000.00
Heart Butte Elementary	1	192	183	95%	91,534	10.60	172	279,526.00	103,856.00	43,000.00	59,463.00
Valier Elementary	18	236	32	14%	3,444,385	15.03	183	237,684.00	9,253.00	13,579.00	7,475.95
Valier High School	18	110	21	19%	4,338,046	20.76	147	221,732.00	18,309.00	16,738.00	
Hardin Elementary	17-H	1333	503	38%	18,378,809	22.86	1202	1,467,220.82	208,412.00	67,139.00	34,219.49
Hardin High School	1	417	87	21%	19,647,030	12.66	548	693,901.58	74,013.00	27,879.00	14,158.00
Lodge Grass Elementary	27	411	281	68%	2,059,114	13.17	339	435,411.00	122,694.00	43,656.00	34,269.38
Lodge Grass High School	2	107	74	69%	27,431,266	3.74	143	337,256.00	70,324.00	21,908.00	
Pryor Elementary	2	123	110	89%	838,976	12.10	86	142,444.38	33,115.00	20,382.00	36,678.00
Pryor High School	3	31	28	90%	838,976	39.04	44	140,483.06	28,366.00	13,333.00	30,824.17
Wyola Elementary	29	114	83	73%	1,181,317	42.11	100	167,334.75	41,640.00	.00	29,612.56
Arlee Elementary	8	412	155	38%	1,068,627	16.59	365	357,709.20	56,970.00	26,982.00	14,400.00
Arlee High School	8	109	32	3%	1,068,627	25.76	149	232,981.80	34,840.00	14,264.00	
Charlo Elementary	7	237	27	11%	1,433,904	52.92	237	300,837.42	6,787.00	18,699.00	4,504.25
Charlo High School	7	146	11	8%	1,433,904	36.38	146	239,538.00	10,852.00	711.00	
St. Ignatius Elementary	28	419	110	26%	1,903,391	33.16	427	437,803.52	61,731.00	45,383.00	2,334.71
St. Ignatius H. School	28	175	28	16%	1,903,391	36.46	188	298,642.40	24,686.00	20,230.00	
Ronan Elementary	30	955	108	11%	4,881,955	32.25	901	950,956.60	53,346.00	45,812.00	7,965.86
Ronan High School	30	330	26	8%	4,881,955	21.14	425	514,619.00	21,344.00	20,358.00	
Polson Elementary	23	977	48	5%	10,415,375	15.99	866	774,247.40	18,470.00	30,824.00	18,005.14
Polson High School	23	355	9	3%	12,195,884	26.62	466	560,091.00	11,949.00	14,654.00	

District	No.	Enrollment Total	Enrollment JOM No.	Enrollment JOM %	FY75 Taxable Valuation	FY75 Tax Levy	FY75 ANB	General Fund Budget	P.L. 874 Entitlement	Title I Receipts	JOM Receipts
Elmo Elementary	22	36	31	86%	184,152	1.75	36	58,557.00	18,845.00	4,419.00	26,581.00
Hot Springs Elementary	14	252	45	18%	1,336,442	41.37	222	217,891.34	1,552.00	20,122.00	12,418.79
Hot Springs H. School	14	79	12	15%	1,881,643	31.54	101	145,249.00	7,557.00	.00	
Dixon Elementary	9	73	35	48%	517,113	18.32	67	119,628.26	12,994.00	.00	10,000.00
Dixon High School	9	5	2	40%	517,113	67.55	15	86,000.00	.00	.00	
Haye-Lodge Pole Elem.	50	185	182	98%	187,413	4.69	163	338,322.53	185,881.00	35,011.00	59,952.61
Haye-Lodge Pole H.S.	50	43	41	95%	187,413	5.31	89	346,492.46	56,894.00	15,413.00	10,205.00
Harlem Elementary	12	463	241	52%	2,091,490	24.56	401	462,121.20	104,833.00	25,191.00	57,000.00
Harlem High School	12	131	56	43%	3,621,749	32.60	183	404,556.40	61,083.00	7,458.00	
Wolf Point Elementary	45	842	326	39%	5,042,879	57.20	690	826,599.00	75,858.00	58,836.00	46,575.58
Wolf Point High School	45A	326	75	23%	7,795,339	35.44	407	633,322.00	29,353.00	21,499.00	
Brockton Elementary	55	189	181	96%	382,408	46.93	145	218,556.00	68,819.00	17,597.00	38,883.20
Brockton High School	55F	41	40	98%	382,408	23.03	47	126,025.00	25,778.00	6,319.00	
Poplar Elementary	9	714	474	66%	6,267,109	5.97	685	751,226.00	221,956.00	53,273.00	57,936.29
Poplar High School	9B	259	134	52%	6,267,109	18.19	253	437,881.00	72,175.00	33,226.00	
Fraser Elementary	2	114	108	95%	1,158,101	65.84	143	226,082.46	45,660.00	38,800.00	36,585.40
Fraser High School	2B	61	53	87%	2,086,224	10.29	69	165,821.76	40,826.00	17,410.00	
Box Elder Elementary	13	224	202	90%	851,347	6.26	174	239,021.00	67,225.00	4,037.00	29,258.50
Box Elder High School	G	82	78	95%	851,347	11.31	132	249,258.00	97,624.00	11,483.00	
Rocky Boy Elementary	87	284	283	100%	113,208	1.45	282	422,937.23	170,534.00	39,198.00	100,145.00
Havre Elementary	16	2154	209	10%	16,986,134	50.24	1817	2,307,566.00	42,127.00	42,005.00	30,396.00
Havre High School	A	838	64	8%	20,273,901	34.63	1137	1,597,169.00	14,042.00	26,243.00	

ILLUSTRATION 1
62 IAM 3
REVISED 2/27/68

YEAR 1976
STATE SUMMARY REPORT
STATE MONTANA DISTRICT BILLINGS

INDIAN ENROLLMENT (JOM PARTICIPANTS ONLY) SCHOOL _____

GRADE	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19+	Indian Enroll.	Transfers 1/	DROPOUTS 2/ a	b	c	d	e	f	g	h	Total Compl.	Total Enroll
Kg.	11	204	196	3													414	31	8							19	371	1063
1		7	294	217	37	2		1									558	42	2							1	504	1196
2			15	226	199	64	8	1	1								514	45	1							1	442	1174
3				20	236	188	71	16	2								533	49	4								438	1097
4					9	197	214	85	16	4							525	44	4							1	465	1113
5						7	205	205	88	13	2	1					521	37	5				1	1			488	1163
6							4	202	213	99	33	1					552	28	3							1	513	1284
7								11	165	213	92	32	7				520	45	5							4	505	1419
8									8	217	199	119	46	6			595	55	12			1	1			9	512	1416
El. Ug.		5	2	7	7	11	17	11	5	4	2	2	1	2	1	2	79	9	1									71
Total Elem.	11	216	507	473	488	469	519	532	498	610	328	155	54	8	1	2	4811	385	45			1	2	1		36	4276	10996
9										2	208	199	116	45	3	1	574	62	17	1		2			3	51	432	1466
10											5	192	180	89	27	5	498	45	17	3	1	2	4			35	388	1346
11												2	158	157	58	20	395	40	17	4		1	2			36	310	1209
12													3	127	149	57	336	11	8	3	1	1				27	266	1144
Sec. Ug.														2	3	1	6										6	39
Total Sec.										2	213	393	457	420	240	84	1809	158	59	11	2	6	6		3	149	1402	5204
Total El & Sec.	11	216	507	473	488	469	519	532	498	612	541	548	511	428	241	86	6620	543	104	11	2	7	8	1	3	185	5678	16200

1/ Students known to have re-enrolled in another school of any type.

2/ In reporting numbers of dropouts, show numbers and alphabetical keys by grade for the following categories: (a) withdrawn by parents (b) marriage, (c) employment, (d) detailed by law agencies, (e) illness, (f) death, (g) expelled (h) other
Example: If five students are dropouts from the 11th grade from which two left school for marriage and three left for employment, show as follows in grade 11 block of dropout column: 2b, 3c

COMMENTS:

This form is designed for use by individual schools, and for district or county as well as State consolidated reports. In the first column, elementary ungraded students (El. Ug.) may include pre-kindergarten as well as special students in any category. Secondary ungraded (Sec. Ug.) includes all special students of high school age.

Note that each column except at the extreme right is for Johnson-O'Malley assisted Indian students only. The extreme right colun is total enrollment of all students, regardless of ethnic group, enrolled in Johnson-O'Malley participating schools.

The summary report is to be included in the annual J.O.M. report due by Oct. 15 each year in the Area and Central Offices of the Bureau of Indian Affairs.